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ABSTRACT

The history, structure, and activities of the National Junior College Athletic Association (NJCAA) are described in this report. Following introductory comments on the unique nature of the two-year college, the history and development of the NJCAA are summarized from its charter in 1938 to the present, and the purposes and functions of the organization are noted. These include the conduct of national championships in various sports and the adoption of rules for NJCAA activities. Next, the organization of the NJCAA into 22 geographic regions with a men's and women's division is examined, and the affiliated governing structures of boards and associations are described. NJCAA finances are considered next, followed by a section emphasizing the variety of NJCAA regions and the flexibility accorded to them. As an example, the Florida model is then highlighted. The next section provides an overview of athletics on two-year college campuses, including a look at typical funding sources for athletic programs. After the characteristics of two-year college students are discussed with respect to their effect on athletic programs, areas of institutional control over athletics are enumerated. Next, the advantages and disadvantages of the hierarchical governance structure of athletics for two-year colleges are explored, and, finally, developing issues in the areas of staffing, women's programs, and academic integrity are summarized. (KL)

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ATHLETICS IN COMMUNITY AND JUNIOR COLLEGES

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ATHLETICS IN COMMUNITY AND JUNIOR COLLEGES

Introduction

More than one-third of all students enrolled in institutions of higher education attend two-year community or junior colleges. More than one of every two students enrolling in college for the first time, choose a community or junior college (Chronicle of Higher Education, May 12, 1980: 8).[1] Of all these students, approximately one-third are interested in securing a two-year degree which they then use to transfer to a four-year institution, one-third seek training in technical/vocational programs not typically available at four-year institutions, and the remaining students, many of which are adults, are enrolled for job-enrichment purposes and a variety of other reasons. The average student age is twenty-seven years old (Gilbert, 1980: 1).[2]

These colleges emphasize low-cost, usually only serve commuter students (i.e., few dormitories), practice "open-door" admissions policies, offer a wide range of courses at many different times in a variety of locations to accommodate the many working students who attend, and are typically controlled by a local governing board. Junior and community colleges are an American invention of the early twentieth century and they experienced phenomenal growth during the 1960's and 1970's - today there are more than 1,200 such colleges, more than four times as many as in 1960 (Gilbert, 1980: 1).[3] As the philosophy of the junior college expanded beyond the function of university parallel programs and included occupational programs and adult and community services, a national move to reidentify two-year colleges as community colleges rather than junior colleges has developed.

These colleges field more than four thousand athletic teams in an extensive array of sports for both men and women (NJCAA Handbook and Casebook, 1980:

211, 225).[4] Competition among these teams is coordinated and regulated by national, regional, state, and local organizations.

The National Junior College Athletic Association

History and Development

As the junior college movement in the United States grew, it was only a matter of time until the interest in intercollegiate athletics developed into a desire to conduct athletic championships, particularly national championships. In 1938, a charter meeting was held and the National Junior College Athletic Association (NJCAA) was founded by a group of thirteen California junior colleges. The first major activity of the group was to sponsor the 1939 National Junior College Track and Field Meet in Sacramento.

While the organization was founded exclusively by west coast colleges and its growth was slowed by World War II, by 1947 colleges from other regions of the country were expressing interest in a national basketball championship tournament. In 1949, the National Championship Basketball Tournament for junior colleges was held in Hutchinson, Kansas, and included colleges from around the country. Also in 1949, in recognition of the expanding national interest in junior college athletics, the NJCAA divided the nation into sixteen geographic regions and the NJCAA Bulletin was established as the official publication of the Association.

The national junior college movement expanded rapidly in the 1950's and the growth of the NJCAA reflected this expansion. The Association produced new and expanded official publications and became affiliated with a variety of other national organizations such as the American Association of Junior Colleges, the National Federation of State High School Athletic Associations, the National Association of Intercollegiate Athletics, the People to People Sports Committee, and President Eisenhower's Physical Fitness Commission. These affiliations also reflected the growing importance of intercollegiate athletics in junior colleges.

In the 1960's, the NJCAA continued on its course of increasing prominence at the national level when it entered the national federations for three sports: basketball, gymnastics, and track and field. In 1963, the NJCAA became a member of the Board of Directors of the United States Olympic Committee and since that time has been actively involved in all facets of America's Olympic program. The organization continued to grow and added many new national championships, underwent periodic reorganizations to accommodate increasing growth and complexity, and employed a full-time Executive Director in 1969.

The NJCAA had been an organization devoted exclusively to men's athletics; however, in 1975, a major organizational change occurred when the Women's Division was created and three national championships were authorized: volleyball, basketball, and tennis. By 1979-80, the NJCAA had 489 institutions as members of its Women's Division and 564 in its Men's Division, and the Board of Directors was comprised of one representative from both the Women's and Men's Divisions for each of the twenty-two geographic regions (NJCAA Handbook and Casebook, 1980: 16-19).[5]

While the vast majority of community colleges participating in intercollegiate athletics are members of the NJCAA, some colleges are not, and at least in one state, California, the decision has been made to confine competition to within the state and, therefore, to not hold membership in the NJCAA.

Purpose and Functions

As stated earlier, the conduct of national championships in various sports was one of the principal purposes that caused the charter members to organize the NJCAA. In 1980-81, the NJCAA conducted twenty-one national championships, twelve for men and nine for women. In addition, it sponsored five national invitational tournaments for men, five for women, and a variety of junior college football bowl games (NJCAA Handbook and Casebook, 1980: 9-12).[6] In order to

regulate this series of nationwide championships and special activities, the NJCAA has adopted rules with which all member institutions must comply. The rules cover four general areas: (1) student-athlete eligibility; (2) scholarships and grants-in-aid; (3) general policies concerning the awarding and conduct of national championship and invitational tournaments, meets, and games; and (4) specific rules governing each sport.

In addition to the development and enforcement of these rules, the NJCAA performs a wide range of services which support the conduct of junior and community college intercollegiate athletics. For example, NJCAA officials serve as representatives on a variety of other national organizations and maintain official affiliation with additional organizations, prepare and distribute several official NJCAA publications, select and issue All-American awards, and publish national rankings.

Structure

The NJCAA, as previously mentioned, is organized into twenty-two geographic regions. Within each region, the member colleges (one vote per member) elect a Men's Region Director and a Women's Region Director to two-year terms of office, each to represent men's and women's athletics respectively. All activities related to men's athletics comprise the Men's Division and similarly a Women's Division constitutes all women's athletic activities. Together, the forty-four Region Directors (twenty-two each representing men's and women's programs) constitute the Board of Directors which is the ultimate policy-making body of the NJCAA. The Board of Directors is responsible for amending the NJCAA Constitution and Bylaws which govern the conduct of junior and community college athletics.

The Board of Directors elects officers (President, two Vice-Presidents, and two Secretary-Treasurers) who along with two Region Directors elected at-large

comprise the Executive Committee which operates under the direction and on the behalf of the Board. The Board also employs persons to conduct day to day business. These employees include: Executive Director, Administrative Assistant, Office Manager, Financial Advisor, Attorney, and others as needed.

The forty-four individual Region Directors are the primary points of contact between the NJCAA and its member colleges. The individual Directors have an extensive number of responsibilities which include the direct regulation or coordination of such activities as: eligibility determination, interpretation and enforcement of financial aid and related rules, planning and operating region tournaments, membership recruitment, conducting investigations, presiding at annual region meetings, and proposing changes to the Constitution and Bylaws.

The NJCAA also relies heavily on a committee structure that acts across geographic regions. In 1980-81, forty standing committees existed. Of these, twenty-eight are sport committees, each proposing policies dealing with a specific sport (e.g., men's baseball, women's volleyball). The remaining twelve committees are responsible for reviewing and making recommendations and, in some cases, implementing policies related to a variety of other issues such as: membership and dues, publications, districting, medical aspects, etc. (NJCAA Handbook and Casebook, 1980: 13-15).[7]

The NJCAA rules and regulations which govern junior and community colleges are adopted by the Board of Directors and can be proposed by individual member colleges through their Directors, the Directors themselves, or by the various standing committees.

In addition to the formal NJCAA structure, the coaches of many sports have formed coaches associations which serve a variety of purposes related to the promotion of their sport and the overall development of junior and community college athletics.

Finances

In order to become a member of one of the two Divisions (Men's and Women's) of the NJCAA, an institution must meet several eligibility criteria and must pay an annual membership dues. The amount of dues is based entirely on the college's level of student enrollment and the range of charges is from $100 per year (0-500 students) to $200 per year (2,001 students or more). The combined membership dues of $149,245 comprised approximately 44.5% of the total revenues to the NJCAA in the fiscal year ending on July 31, 1980. Other significant revenue sources included: subscriptions to the Association's magazine, JUCO Review ($25,050; 7.5% of the total revenue). and receipts from tournaments and meets ($95,896; 28.6%). Other revenue sources include: coaches associations' dues, interest on investments, merchandise sales, and donations (JUCO Review, November, 1980: 20-21).[8]

NJCAA funds are expended almost exclusively for national activities such as the operation of the central office, the publication of official documents, and support of national committees and organizations. Almost no funds are expended to support the functioning of the forty-four Region Directors who work closely with member colleges.

NJCAA Regions: Variety and Flexibility

By comparison to the national rules imposed by other associations which govern intercollegiate athletics in higher education (e.g., the National Collegiate Athletic Association and the Association of Intercollegiate Athletics for Women), the NJCAA rules are less encompassing, less complex, and less limiting in their impact on the operation of each college's athletic program. For example, at the junior college level no national rules exist which establish limits on the number of scholarships junior colleges can offer in a given sport. Hypothetically, a junior or community college could offer twenty-five basketball scholarships without

violating any NJCAA rule. Also, no national letter-of-intent exists for two-year colleges. The only NJCAA rule governing recruitment is one which limits a college to providing a given prospective athlete a single visit to the college campus. A student-athlete may visit as many colleges as he or she wishes and may be contacted an unlimited number of times by a single college.

The individual NJCAA Regions are delegated the authority to establish additional, more restrictive, rules if they so choose. The regions, therefore, exhibit a variety of structures and levels of rule-making. Some regions are content to develop a system which carries out and enforces the national rules while adopting few, if any, additional rules for themselves. In these cases, the Region Director's role is limited to the responsibilities assigned to him or her by the NJCAA, some of which were previously discussed and may not include additional duties established at the region level.

Other regions have established athletic conferences or similar organizations which are responsible for regulating and coordinating intercollegiate athletics among its members through a series of additional regulations adopted by the conference. The state of Florida utiilzes such a system.

The Florida Model

Region VIII of the NJCAA comprises all two-year colleges in the state of Florida and given the flexible system used by the NJCAA, Florida has organized a statewide activities association which, among other functions, regulates and coordinates intercollegiate athletics. Florida's community college Presidents have chosen to adopt a system which employs a number of rules and regulations beyond those established by the NJCAA. For example, Florida has adopted additional financial aid regulations, a statewide letter-of-intent, and limits on the number of athletes who can be provided financial assistance in each sport (e.g., women's volleyball - 12; men's tennis - 8).

All regions of the NJCAA are responsible for establishing the system whereby a regional champion in each sport is identified. Regional champions, once identified, are then eligible to participate in the national championship tournament or meet conducted by the NJCAA. In Florida, the system for identifying regional champions varies with the sport. For example, in all team sports (e.g., volleyball, baseball, basketball, and softball), the four geographic conferences in the state established by the statewide association identify a limited number of representatives which then participate in an end-of-year championship tournament. Sports committees, one for each sport, comprised of a representative from each of the four conferences develop and propose rules to govern their respective sports. These rules are then submitted for adoption to a statewide committee.

Officers of the Association are elected by the colleges' Presidents and the NJCAA Region Directors for Men and for Women serve as the Athletic Commissioners for Men and Women, respectively. The officers, athletic commissioners, and representatives from non-athletic areas serve as the Executive Committee which governs the affairs of the organization. To fund the central office, sport committees, athletic commissioners, tournaments, rules enforcement, promotion, and other statewide activities, each member college pays an annual dues based primarily on enrollment.

Florida, therefore, has elected to operate a system of control and coordination of intercollegiate athletics which extends beyond the national rules enforced by the NJCAA. Other regions, as mentioned earlier, have chosen a less formal system with far fewer additional regulations and limitations. In addition to this self-imposed system of the colleges at the state level, many state legislatures have imposed a variety of laws regulating the conduct of intercollegiate athletics at the campus level. Given this national, regional, and state governance mechanism, individual colleges establish their own internal governance system.

Athletics on the Campus: The Broad Picture

One of the basic advantages of the junior college; easy adaptability to change, has brought about many types of governance models within the junior college movement. There are junior colleges with enrollments of a few hundred students to multi-campus community colleges with over 50,000 students.

Athletic departments reflect the wide range of governance structures. In the small junior college, it is not uncommon to find the athletic director also serving as Physical Education chairman, teaching classes, and coaching a varsity team. In the large multi-campus colleges, there may be an athletic director at each campus and in some colleges a director of collegewide athletics located within the central administration.

Coaches in junior colleges are most often hired as teachers who receive either release time from teaching or a supplement for coaching a varsity team. Most junior college coaches, therefore, are either tenured or on a tenure track as teachers with professional rank. Only recently has this practice come under review.

Funding

Athletic funding in junior colleges generally comes from many sources. In some colleges where physical education and athletics are combined in one department, the physical education budget for the instructional program may supplement the athletic budget by purchasing equipment common to both programs. Many colleges involve students by having some expenditures of the athletic budget controlled by the student government association. This practice varies with the philosophy of the college.

It is a usual practice to provide the Athletic Director with a budget from the college's general fund. This allocation serves to provide equipment and materials common to all varsity teams in order to avoid duplication. Many junior colleges

also have developed booster clubs in support of their athletic programs. NJCAA rules permit such clubs, providing funds generated are controlled by the college. Most booster clubs are small and local in nature, comprised of supporters within the community served by the college. Booster clubs serve as excellent vehicles to involve the community in the junior college athletic program.

Ticket sales or gate receipts generally do not represent a significant financial income for junior college athletic programs. Junior college students are usually not charged for athletic programs on their campus, and gymnasiums and stadiums are frequently not large enough to accommodate large, revenue-producing crowds.

Student Characteristics

As stated earlier, the junior college is a unique type of institution in higher education. The student who attends a junior college is often a distinct type of student also. Dickason (1979: 499) writes that the traditional college population of 18-24 year olds will decline by 20-30 percent in the next decade and the number of women and minorities will increase. Further, he states, the part-time and adult student enrollment will increase. These trends will significantly change the overall campus community and the pattern of participation in college athletics.[9]

The junior college "open door" concept also provides entrance opportunities to many students who would not qualify for admission to a university. Among these students are many athletes. By enrolling in a junior college, they have the opportunity to continue participating in athletics, furthering their education, and then transfering to an upper division college. Many upper division colleges recognize the benefit to this avenue and assist junior college coaches in locating athletes who do not have adequate grades to enter a university. Junior colleges provide these athletes with an opportunity to develop their skills in highly competitive, visible competition while improving their grades in classes that are usually small and structured with the student's progress the main objective.

Institutional Controls

As discussed earlier, the junior or community college is primarily a local institution with a local governing body with a rather large degree of autonomy. Also, the NJCAA provides for a significant degree of local control in developing athletic policies to comply with national rules.

Recruiting is one area which each college deals with independently. The NJCAA rule only deals with the duration of a prospective athlete's visit on campus, when the visitation shall occur, and provisions of paying for the visitation. Each college decides how many visits will be allowed and how the athletes will be compensated for their travel. Florida, for example, will not permit tax dollars to be used for transportation of prospective athletes. Therefore, it usually falls to the booster club to support this activity.

While it might seem that the junior college does not place much importance on recruitment, such is not the case. The successful athletic program demands an active recruitment program. As the women's programs become more competitive, the need for more recruitment funds will be evident and is, in fact, being felt now.

The athletic scholarship is another major area left to the control of each institution. There are no national rules relative to the number of scholarships to be offered in a varsity sport. In some states, however, a maximum number or amount is established. Scholarships vary greatly, then, in what they offer to the student athletes. Scholarships range from tuition waivers only to full grants providing for tuition, books, meals, and lodging.

The allocation of scholarship funds is controlled in various ways. It is not uncommon to find the students, through the Student Government Associations, voting on the number of scholarships provided and the amount to be awarded. This approach requires a concerted, continuous effort in communication with the student body which, because of the two-year nature of the college, promotes annual change in campus student leadership and attitudes towards athletics.

The size of the athletic program is also left to the discretion of the college. The NJCAA does not provide for different levels of competition. There is not a minimum number of teams required in order to permit the school to compete in the NJCAA. In fact, if a school so desires, all athletic funds can be allocated to one team to promote that team to national competition.

The place, role, and importance of athletics in the community or junior college is difficult to assess and report. Athletic importance varies with the perceptions of the administration, trustees, and students on each campus. Most institutions emphasize the academic priority of the athletic program through the student control of funds and teaching role of coaches. Many colleges readily accept the high visibility brought to the campus through the athletic program even though funds generated from community support usually do not pay for the programs.

Community colleges are finding their athletic programs undergoing rapid change and are making urgent attempts to deal with the complex problems facing the rest of the college in identifying missions, philosophies, and goals while at the same time justifying their existence during budgetary considerations.

Through all of the diverse and complex issues concerning community college athletics, today, most college administrators maintain that the only justification for intercollegiate athletics is their contribution to educational objectives. Unless athletics sponsored by the college are truly a part of the college education process and support and promote the goals of the institution, then the entire mission of the institution is in jeopardy and the athletic program has no basis for existence.

Analysis of the Governance of Athletics in Community and Junior Colleges

As we have seen, the hierarchical governance structure of athletics for two-year colleges is characterized by a substantial amount of delegation of authority

from the NJCAA to the regions and subsequently to individual colleges when compared to the governance structure for athletics in the other sectors of higher education. The NJCAA has a comparatively small staff which enforces a smaller, less complex body of regulations (eligibility rules being the exception) and exercises control over far fewer financial resources. This system provides greater flexibility and self-control to the organizational units below the national-level structure, namely: NJCAA regions, conferences, and individual colleges.

Advantages of Current System

1. Cost. The direct cost of administering all the functions of the national office is reduced. The fewer rules and regulations to enforce, the smaller the staff, the less the direct cost.
2. Consistent Philosophy. As described earlier, a significant characteristic of the two-year college movement is its emphasis on local control and community orientation with flexibility given each college to respond to the unique characteristics and needs of the community it serves. The fewer the restrictions imposed at the national level, the more flexibility provided to each college, the more supportive college administrators are of such a system, and the more encouraged they are to establish and maintain athletic programs over which they exercise substantial control with minimal external interference.
3. Accessibility. Region Directors are granted substantial authority to carry out the functions of the NJCAA. Because the Directors are physically located in the region and because each is a college employee, they generally are considered to be readily available for consultation and understanding of a college's situation. In Florida for example, the Region Directors/Athletic Commissioners are in frequent, daily contact with

athletic administrators who seek their opinions and advice concerning rules and regulations. This informal, speedy system appears to greatly reduce the need for more costly, formal contact and review.

4. Ease of Change. Again, for other than the national eligibility rules and rudimentary financial aid rules, the NJCAA has delegated substantial rule-making authority to the regions. Consequently, many changes (i.e., those concerning region or conference rules) may be made quite quickly because amendatory authority resides within the regions, not the national office. Such flexibility permits fairly quick responses to changing circumstances and new needs at a level close to the colleges.

Certainly, the above advantages are not mutually exclusive, they all occur to some degree as a result of the flexibility maintained in the system due to the delegation of authority. Other advantages of a similar nature also exist.

Disadvantages of Current System

1. Undetected Violations. The limited size of the NJCAA central staff hampers its capacity to identify violations among its member institutions. While the NJCAA eligibility rules are both lengthy and complex (almost eight pages of the NJCAA Handbook detail eligibility rules), and the review system tends to reduce violations in this area, many junior college athletic personnel believe that violations of financial aid rules can occur without detection. Unlike eligibility where a detailed reporting and review system exists, no such system exists for financial aid. The rules governing financial aid are less detailed (they comprise barely more than a page in the NJCAA Handbook), the awards to athletes are not systematically reviewed or accounted for, violations can go undetected, and if detected the size of the NJCAA staff hampers earnest and adequate enforcement.

2. Inequality of Competition. The flexibility of the governance system manifests itself by encompassing in a single championship competition colleges with vastly different enrollments, financial resources, numbers of sports offered, numbers and amounts of athletic scholarships offered, and levels of involvement in and support of the intercollegiate athletic program. For example, a large community college which places all of its substantial resources in a single sport competes in the same national championship tournament as the smaller college which competes with fewer resources in several different sports. While each college can make its own choices, the lack, for example, of a rule limiting the number of scholarships for a given sport does tend to make some modicum of equality of competition difficult to achieve. It is perhaps for this reason that in excess of 80% of the colleges responding to a recent survey indicated an interest in establishing such national limits ("Summary of Responses to Presidents' Athletic Survey," Florida Community College Activities Association: 1981).[10]

3. Greater Recruitment Costs. The lack of a national letter-of-intent causes community college coaches who are recruiting to contact a larger number of prospective athletes, over a longer period of time, and more frequently than would otherwise be necessary. Regardless of the size or level of a community college's athletic program, greater costs and more time are consumed in the recruitment efforts than would be necessary if a national letter-of-intent existed. More than 70% of the respondents to the survey mentioned above indicated an interest in establishing a national letter-of-intent ("Summary of Responses to Presidents' Athletic Survey," Florida Community College Activities Association: 1981).[11]

While other disadvantages exist, these are indicative of the problems inherent in the current system which emphasizes flexibility and a lack of central control and regulation at the national level.

Developing Issues

As colleges and governing bodies seek a balance to these often conflicting objectives (e.g., flexibility vs. conformity, cost savings vs. adequate enforcement, local control vs. equality of competition), they must also deal with an array of other significant issues, some newly emerging and some of long-standing. As described previously, community college coaches have usually been hired as teachers and have been placed on a tenure track. Today more and more of these teacher-coaches are giving up their coaching duties and retaining their teaching positions for which they are tenured. Their career changes are severely restricting the staff decisions being made by athletic directors - the teacher-coach who gives up coaching retains the staff position and the dollars to support it.

Compounding this staffing/budgetary problem are the demands to provide women's athletic opportunities as mandated by Title IX in an environment on many campuses where available resources are becoming more scarce. This is due to inflation and a reduction in the growth of funding as fewer new students reach college age. As the pressures for funding become greater, many colleges increasingly turn to booster-type organizations which, because of their external nature, are less susceptible to direct control and review by college administrators and thus, can create a new array of administrative problems.

Appropriately, perhaps the dominant problem facing community college athletic administrators today is the need to insure the academic integrity of their programs and of the student-athletes who participate in them. Altered transcripts, inappropriate pressure on teachers to change grades, enrollment in non-existent courses or in giveaway "correspondence" courses are examples of the more

flagrant, obviously unethical practices which can occur. Of at least equally great concern is the practice, hopefully not widespread, of enrolling student-athletes in legitimate college courses which are individually appropriate but which collectively do not lead to a degree or to the development of skills which are meaningful to the student. Recently, there have been a number of publicized cases of athletes who maintained their eligibility through four years of college but who fall far short of meeting graduation requirements. While not as publicized, similar cases occur at community colleges. During the coming years, the attention of all those involved in community college athletics should become focused on the problem of insuring that student-athletes make reasonable academic progress towards the attainment of a college degree.

During the upcoming years, the resolution of these problems will be shaped by and, in turn, shape the system of athletic governance in community colleges.

Summary

The two-year community or junior college, an American development in higher education, is unique in both concept and function. It provides extensive opportunities for a range of students. Among these opportunities is varsity athletics.

The administration and regulation of community college athletics reflects the mission of the community college itself. Local college control dictates the extent of institutional participation. Interest and support are generated by students and community followers and seldom extends beyond local constituents.

National regulations are designed to provide equality in the application of eligibility, limitations on the maximum benefits of scholarships, conduct of national championships, and coordinating rules for specific sports. The areas of enforcement, letters-of-intent, and scholarship limits are, for the most part, not addressed by the NJCAA. The NJCAA provides many publication and record-type services to their membership.

Beyond the flexible and tractable controls of the NJCAA, many states have developed their own organizations to aid in the promotion and regulation of community college athletic programs. The Florida organization is provided as an example of one state's efforts to promote continuity and fairness within a state's programs.

Community college athletic programs, like most programs in higher education today, face some of the most serious problems of the past few decades. Athletic funding, negative public image, recruiting scandals, staffing, Federal requirements, and changing NCAA regulations affect the role of community college opportunities for athletes.

The community college has and will continue to provide a very important bridge between the high school and four-year university for those students who wish or need to explore an alternative method of obtaining a college education and participating in varsity athletics. As long as the community college provides this alternative and the athletic programs maintain integrity in their own governance programs, the community college and varsity athletics will be viable institutions in the American educational and sports scene.

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